Skycrest Elementary School

2020-21 Schoolwide Improvement Plan

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Skycrest Elementary School

10 N CORONA AVE, Clearwater, FL 33765

http://www.skycrest-es.pinellas.k12.fl.us

Demographics

Principal: Anne Caparaso

Start Date for this Principal: 12/5/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (46%) 2016-17: C (49%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2019-20 Title I School**	**2019-20 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Educate and prepare students for college, career and life.

Provide the school's vision statement.

Ensure each scholar has an equitable chance to succeed by growing his/her unique talents and gifts through an engaging curriculum and a safe, collaborative learning environment partnering with staff, families, and community.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Defant, Eliza	Principal	Instructional leader- Co-facilitator
Pierzchalski, Lisa	Assistant Principal	Instructional leader
Ladd, Michelle	Other	MTSS coach and Title 1 facilitator
Bates, Christine	Teacher, K-12	3rd grade teacher; Team Leader
Hansford, Mary	Teacher, K-12	5th Grade teacher- ELA; Team Leader
Stuart, Rebecca	Teacher, K-12	5th grade teacher- Math/Science
Colleary, Meri	Teacher, K-12	2nd grade teacher; Team Leader
Hall, Kelly	Teacher, K-12	1st grade teacher; Team Leader
Sparks, Catherine	Teacher, K-12	Title 1 Interventionist
Karasick, Gloria	Teacher, K-12	2nd grade teacher; Equity Champion
Murphy, Melva	Teacher, K-12	ESOL teacher; Team Leader
Hopkins-Flory, Jennifer	School Counselor	Guidance Counselor

Demographic Information

Principal start date
Wednesday 12/5/2018, Anne Caparaso

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
12

Total number of teacher positions allocated to the school
36

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (51%) 2017-18: C (46%) 2016-17: C (49%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson

Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	67	97	99	91	100	99	0	0	0	0	0	0	0	553
Attendance below 90 percent	1	17	25	20	11	15	0	0	0	0	0	0	0	89
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Level 1 on 2019 statewide ELA assessment	0	0	0	40	27	30	0	0	0	0	0	0	0	97
Level 1 on 2019 statewide Math assessment	0	0	0	40	27	30	0	0	0	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	7	0	0	0	0	0	0	0	7

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	5	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 6/22/2020

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	102	79	108	96	86	0	0	0	0	0	0	0	540
Attendance below 90 percent	1	14	13	13	11	12	0	0	0	0	0	0	0	64
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	15	25	26	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	6	9	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	69	102	79	108	96	86	0	0	0	0	0	0	0	540
Attendance below 90 percent	1	14	13	13	11	12	0	0	0	0	0	0	0	64
One or more suspensions	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on statewide assessment	0	0	0	15	25	26	0	0	0	0	0	0	0	66

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	2	1	2	6	9	0	0	0	0	0	0	0	20

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	7	0	0	0	0	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	46%	54%	57%	40%	53%	55%
ELA Learning Gains	54%	59%	58%	48%	53%	57%
ELA Lowest 25th Percentile	45%	54%	53%	52%	47%	52%
Math Achievement	57%	61%	63%	57%	62%	61%
Math Learning Gains	63%	61%	62%	58%	61%	61%
Math Lowest 25th Percentile	48%	48%	51%	42%	48%	51%
Science Achievement	44%	53%	53%	49%	53%	51%

	EWS Indicators as Input Earlier in the Survey						
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	56%	-16%	58%	-18%
	2018	37%	53%	-16%	57%	-20%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	52%	56%	-4%	58%	-6%
	2018	45%	51%	-6%	56%	-11%
Same Grade Comparison		7%				
Cohort Comparison		15%				
05	2019	45%	54%	-9%	56%	-11%
	2018	37%	50%	-13%	55%	-18%
Same Grade Comparison		8%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	62%	-11%	62%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	58%	62%	-4%	62%	-4%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	59%	64%	-5%	64%	-5%
	2018	46%	62%	-16%	62%	-16%
Same Grade Comparison		13%				
Cohort Comparison		1%				
05	2019	60%	60%	0%	60%	0%
	2018	48%	61%	-13%	61%	-13%
Same Grade Comparison		12%				
Cohort Comparison		14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	54%	-8%	53%	-7%
	2018	46%	57%	-11%	55%	-9%
Same Grade Comparison		0%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	48	50	30	47	43	6				
ELL	42	58	50	60	68	46	43				
BLK	30	37	42	36	34		24				
HSP	44	57	48	61	69	43	48				
MUL	58			58							
WHT	59	58		55	67	83	50				
FRL	46	55	43	56	61	49	46				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	12	41	53	29	37	27	20				
ELL	31	52	47	51	48	35	27				
BLK	26	41		35	43	46					
HSP	41	57	48	56	45	26	50				
MUL	50			50							
WHT	50	47		49	42	33	45				
FRL	38	53	47	49	44	36	47				

	2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	4	33	43	19	39						
ELL	28	48	50	53	63	54	34				
BLK	24	43		38	38	15	25				
HSP	40	47	47	60	62	50	50				
MUL	53			80							
WHT	46	55		54	55		69				
FRL	37	46	50	56	58	45	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	73
Total Points Earned for the Federal Index	430
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	58
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	62
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component which showed the lowest performance according to the 2018/19 state assessment (FSA/SSA) was Science (44% proficient). The contributing factors to this low performance included the students' ability to maintain reading stamina/endurance, and recall previous grade level science standards. In addition, Science data trends show low student application and understanding of Nature of Science type questions.

The data component which showed the lowest performance according to the 2019/20 Winter MAP assessment was ELA (3-5th: Overall 42% proficient, ELs 34% proficient, SWD's 32% proficient, Black 33% proficient). The contributing factors to last year's low performance was significant gaps in primary grade level foundational skills (major focus in phonemic awareness needed) and lack of consistent, specific, and timely interventions delivered to meet the needs of individual students (differentiation).

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline (3%) according to the 2018/19 state assessment (FSA) from the prior year (2017/18) was ELA Learning Gains of our L25 students. The contributing factors to this decline include a lack of consistent, specific, and timely interventions, feedback, and goal setting to meet the needs of individual students (differentiation) on ways to improve their reading skills. Furthermore, data shows that students need increased opportunities for independent reading with grade level text.

The data component which showed the greatest decline (12%) according to the 2019/20 Winter MAP assessment was Math. The contributing factors to this decline was the implementation of the new District Math curriculum (Ready Math) and supplemental program (Dreambox). In addition, 2019/20 Math formative data shows areas of needed improvement are Operations and Algebraic Thinking (3rd grade), Measurement/Data/Geometry (4th grade), Operations and Algebraic Thinking and Fractions (5th grade).

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap according to the 2018/19 state assessment (FSA) when compared to the state average was ELA proficiency. The contributed factors to this gap include lack of consistent, specific, and timely interventions delivered to meet the needs of individual students (differentiation), and minimal time scheduled for students to independently practice in reading and writing with conferring. Also, various walkthroughs and observational data shows there is a need to strengthen task to target alignment, students working in groups, teachers tracking student evidence of meeting the lesson learning target, and students self monitoring their progress to the lesson learning target.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component which showed the most improvement according to the 2018/19 state assessment (FSA) compared to 2017/18 was the overall Math Learning Gains (11% increase). New actions taken to improve in this area included providing students with Extended Learning

opportunities (before school) utilizing the ST Math computer program and small group instruction to review key math standards not yet mastered. In addition, teachers in grades 3-5 created a review plan to ensure each student was provided specific interventions and re-teaching of standards not yet mastered using on-going formative assessment data results.

The data component which showed the most improvement according to the 2019/20 Winter MAP data compared to 2018/19 was SWD ELA from 25% projected proficiency to 32% projected proficiency (7% increase). New actions our school initiated in this area included providing additional collaborative planning (for data analysis and adjusting small groups based on student needs), regular opportunities for students to monitor their progress towards short and long-term goals, and more frequent observations and walkthroughs were conducted with feedback by administrators and coaches. In addition, ESE and classroom teachers collaborated more frequently with a focus on grade level standards and how to provide effective specifically designed instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

According to the EWS data, potential area of concern are daily student attendance rates.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains of L25 students (ELA and Math)
2. ESE student proficiency (ELA/Math)
3. Black student proficiency (ELA/Math)
4. ELA overall proficiency (Focus areas: PreK-3-Foundation skills; 4-5th-Differentiation)
5. Science proficiency (5th grade)

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Most currently, according to the 2019/20 Winter MAP assessment, 42% of students in grades 3-5 demonstrated proficiency (level 3-5 projected proficiency). Furthermore, according to the 2018/19 Florida State Assessment (FSA), 46% of students in grades 3-5 demonstrated proficiency (FSA levels 3-5). Also, according to the Staff AdvancED survey results, the lowest scoring item included "All teachers in our school personalize instructional strategies and interventions to address individual learning needs of students."
Measurable Outcome:	The percent of all students achieving English Language Arts (ELA) proficiency will increase from 46% to 54%, as measured by the Florida State Assessment (FSA). In addition, the percent of all students making learning gains will increase from 54% to 60%, more specifically the percent of students in the lowest 25 percent will increase their learning gains from 45% to 54%, as measured by FSA.
Person responsible for monitoring outcome:	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy:	Prioritize engaging students in immense amounts of reading, writing, and discussion of grade level text using frequent on-going formative assessment data to personalize instruction and feedback. The key areas of focus will be Foundational Skills (work from Reading Success; Dr. Kilpatrick) in grades PreK-3rd and Differentiation (work from Tomlinson and Murphy) in grades 4-5.
Rationale for Evidence-based Strategy:	Skycrest is undeniably a diverse community which brings vast differences in ethnicity, language, family structure, and economics. Therefore, there is a need to focus on two key areas of improvement (1) Foundational Skills and (2) Differentiation. Foundational skills are necessary and important components of effective reading instruction designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. In addition, differentiation is instruction that responds to individual learner needs which is vital to student achievement and growth due to the vast differences of our student population.

Action Steps to Implement

1. Ensure all teachers in grades KG-3rd grade administer the PAST test to students, analyze the data, and plan small group/whole group instruction and/or interventions which help support students with foundation skills to improve reading.

Person Responsible	Kelly Hall (hallkel@pcsb.org)

2. Instructional leaders will ensure teachers are planning for and implementing vocabulary skills using sight words and interactive read alouds daily during the ELA block.

Person Responsible	Eliza Defant (defante@pcsb.org)

3. Teachers will regularly assess (formally and informally) and utilize data to modify and adjust instruction on an on-going basis to ensure differentiation, intervention (LLI, ESOL, and ELP), and enrichment while scaffolding learning to increase student performance.

Person Responsible	Michelle Ladd (laddm@pcsb.org)

4. Instructional leaders will ensure teachers are providing students ample time to read grade level text independently as teacher confers and provides feedback with students daily.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

5. Teachers will utilize sight word lists and spelling inventory assessments to guide instruction for improving reading fluency.

Person Responsible   Kelly Hall (hallkel@pcsb.org)

6. Instructional leaders will ensure teachers will prioritize engaging students in immense amounts of reading, discussion, and writing with feedback. The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate, grade-level text, and apply foundational skills, with high-quality feedback and opportunities to use that feedback.

Person Responsible   Eliza Defant (defante@pcsb.org)

7. Instructional leaders will facilitate ELA-focused, consistent and sustained professional development with a focus on foundational skills, differentiation, lesson/assignment studies, and target to task alignment. In addition, ELA Champions will attend scaffolding training, lead PLCs and open their classrooms (virtually and/or in person) for observations of this work.

Person Responsible   Eliza Defant (defante@pcsb.org)

8. Instructional leaders will utilize the Rigorous Instruction Walk Diagnostic tool and other ELA tools (especially if teaching and learning in a virtual setting) to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible   Eliza Defant (defante@pcsb.org)

9. Instructional leaders will ensure all instructional staff participate in Digital Learning professional development (Canvas).

Person Responsible   Eliza Defant (defante@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Most currently, according to the 2019/20 Winter MAP assessment, 50% of students in grades 3-5 demonstrated proficiency (level 3-5 projected proficiency). Furthermore, according to the 2018/19 Florida State Assessment (FSA), 63% of students in grades 3-5 demonstrated proficiency (levels 3-5).
Measurable Outcome:	The percent of all students achieving math proficiency will increase from 57% to 62%, as measured by the Florida State Assessment (FSA). In addition, the percent of all students making learning gains will increase from 63% to 68%, more specifically the percent of students in the lowest 25 percentile will increase their learning gains from 48% to 54%, as measured by FSA.
Person responsible for monitoring outcome:	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy:	Schedule and facilitate ongoing mathematics unit planning sessions by grade level, using district-provided resources while promoting a strong alignment between standard, target, and task.
Rationale for Evidence-based Strategy:	Teachers are continuing to implement a new Math curriculum (Ready Math) and Math computer program (Dreambox).

Action Steps to Implement

1. Teachers closely study the standards alongside year-long scopes and sequences (the major work of the grade- identifying the most important skills and concepts of each unit of study) to understand what standards and topics will be covered when, how students apply their knowledge of the standards, and how they will show that knowledge.

Person Responsible Rebecca Stuart (stuartr@pcsb.org)

2. Teachers dedicate time to collaborate and attend virtual District Planning Hubs with grade-level team, ESOL, and ESE teachers to think through and plan additional prerequisite content knowledge or skills for EL, ESE, and Black students.

Person Responsible Melva Murphy (murphyme@pcsb.org)

3. Instructional leaders ensure teachers give frequent on-going assessments (prerequisite formative assessments, exit tickets, lesson quizzes, mid-unit, District unit assessments) and utilize those multiple forms of assessments to inform instruction and allow students to represent and share their thinking in multiple ways.

Person Responsible Lisa Pierzchalski (pierzchalskil@pcsb.org)

4. Instructional leaders will ensure teachers frequently analyze on-going data, plan, and implement differentiation, interventions, and enrichment opportunities.

Person Responsible Michelle Ladd (laddm@pcsb.org)

5. Instructional leaders will collaborate with teachers to analyze student data, identify targeted students, and invite those students to Extended Learning Programs (ELP) before or after school.

Person Responsible   Eliza Defant (defante@pcsb.org)

6. District-wide coaches and/or teacher leaders will provide on-going professional development to teachers to support the implementation of district curriculum including Ready Classroom Mathematics, Dreambox Learning, Number Routines, and other standards-aligned resources.

Person Responsible   Eliza Defant (defante@pcsb.org)

7. Grade level teams will plan to provide parents/guardians with Math Unit resources and information frequently such as Math Unit Newsletters, Khan Academy, Dreambox, Prodigy (provided in both Spanish and English).

Person Responsible   Michelle Ladd (laddm@pcsb.org)

8. Instructional leaders will ensure feedback, professional development, and PLCs align with the Key Shifts in Mathematics (Focus, Coherence, Rigor) and promote alignment between standard, target, and task.

Person Responsible   Eliza Defant (defante@pcsb.org)

9. Instructional leaders will ensure all instructional staff participate in Digital Learning professional development (Canvas).

Person Responsible   Eliza Defant (defante@pcsb.org)

10. The principal will identify one person per team to co-facilitate and lead collaborative planning prior to upcoming Math units.

Person Responsible   Eliza Defant (defante@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Most currently, according to the 4th grade Cycle 2 Science Common assessment data, 63% of students were proficient. According to the 2018/19 Science State Assessment (SSA), 44% of students were proficient. The identified problem/gap is occurring because students struggle to retain previously taught science concepts from 3rd and 4th grade. In addition, according to the 2019/20 on-going science formative assessment data, students have low performance in Nature of Science standards and vocabulary terms. Furthermore, due to COVID-19, instruction of Life Science standards were not fully taught and/or assessed to accurately measure student proficiency.
Measurable Outcome:	The percent of 5th grade students achieving proficiency will increase from 44% to 54%, as measured by the State Science Assessment (SSA).
Person responsible for monitoring outcome:	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy:	Implement and monitor science academic gaming based on frequent formative assessment data, with a priority focus on Nature of Science and Life science standards/concepts and the 60 power words (vocabulary).
Rationale for Evidence-based Strategy:	Studies show that, on average, using academic games in the classroom is associated with a 20 percentile point gain in student achievement when used purposefully and thoughtfully.

Action Steps to Implement

1. When planning and implementing academic gaming for students with science concepts teachers will ensure to target essential academic content, debrief the game, and have students revise their notes, if needed, correcting misconceptions or adding new information that the students were unaware of.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

2. Instructional teacher leaders will ensure teachers give frequent formative assessment checks on concepts and/or vocabulary terms which were embedded in academic games to measure student understanding/proficiency of identified science standards.

Person Responsible	Michelle Ladd (laddm@pcsb.org)

3. Instructional leaders will ensure teachers develop, implement, and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade Diagnostic Assessment.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

4. Teachers utilize various virtual academic gaming programs such as Kahoot, Gimkit, Quizzlet, Jeopardy, and Nearpod to teach and review science standards not yet mastered.

Person Responsible	Rebecca Stuart (stuartr@pcsb.org)

5. Instructional leaders will observe and provide feedback on the effective implementation of planned science lessons which incorporate the 10-70-20 science instructional model (10% setting the purpose, 70% core science, 20% confirming the learning) and the utilization of science labs.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

6. Instructional leaders will ensure all instructional staff participate in Digital Learning professional development (Canvas).

Person Responsible   Eliza Defant (defante@pcsb.org)

#4. ESSA Subgroup specifically relating to African-American	
Area of Focus Description and Rationale:	Most currently, according to the 2019/20 Winter MAP assessment data, Black students are 24% proficient in ELA and 43% proficient in Math (projected proficiency; Level 3-5).
	In addition, according to the 2018/19 Florida State Assessment (FSA), 30% of Black students were proficient in ELA and 36% proficient in Math.
	The problem/gap is occurring because Black students, primarily in grades PreK-2nd, have gaps in reading foundational skills which are not being met with timely interventions and/or differentiated instruction to best meet their individual needs. In addition, Black students have a higher risk ratio compared to non-black students of receiving behavioral referrals and incident reports resulting in a loss of time engaged in instruction.
Measurable Outcome:	The percent of Black students achieving proficiency will increase from 30% to 54% in ELA and 36% to 62% in Math, as evidenced by FSA.
Person responsible for monitoring outcome:	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy:	Promote a school culture of high expectations and strong teacher-student relationships. In addition, teachers will focus on improving math and reading proficiency before students leave Grade 3 to reduce gaps.
Rationale for Evidence-based Strategy:	Research has shown high expectations increase students' sense of self-efficacy and motivation, which improves achievement, aspirations, and behavior. In addition to having high expectations, achievement gap outcomes are improved by quality teacher-student relationships where students perceive their teachers as supportive, caring, sensitive and responsive to their needs, and respectful of their cultural or linguistic differences.
	Furthermore, research indicates that proficiency by Grade 3 is highly predictive of later academic achievement and graduation rates. Effective classroom-based practices for improving the math and reading proficiency of at-risk students include differentiated instruction, explicit instruction, and one-on-one tutoring.

Action Steps to Implement

1. Instructional leaders will ensure teachers participate in various on-going professional development training throughout the year on Equity.

Person Responsible	Gloria Karasick (latorrequirosg@pcsb.org)

2. Instructional leaders and teachers will build trusting relationship with Black students and their family through continuous communication to provide updates and supports on their child's performance by meeting with each family individually no later than the first three weeks of the school start date (Eagle Tracker).

Person Responsible	Eliza Defant (defante@pcsb.org)

3. Instructional leaders will ensure teachers will use current on-going data to plan for and deliver specific learning standards for small group instruction and interventions with a focus on foundational skills and differentiation.

Person Responsible	Michelle Ladd (laddm@pcsb.org)

4. Instructional leaders will conduct frequent walkthroughs to observe CRT strategies being implemented during lessons with actionable feedback.

Person Responsible   Eliza Defant (defante@pcsb.org)

5. School Based Leadership Team (SBLT), PLCs, and CST members will utilize the Equity-Centered Problem Solving Worksheet to maintain an equity lens while analyzing on-going student data to create effective action plans.

Person Responsible   Michelle Ladd (laddm@pcsb.org)

6. Instructional leaders and teachers will personally invite Black students to participate in extended learning opportunities before and/or after school by October 2020 to continue to provide explicit and/or one-on-one tutoring helping to decrease learning gaps.

Person Responsible   Rebecca Stuart (stuartr@pcsb.org)

7. Instructional leaders and teachers will personally invite KG Black students to participate in extended learning opportunities before and/or after school no later than September 6th 2020 to provide explicit and/or one-on-one tutoring to decrease early learning gaps.

Person Responsible   Eliza Defant (defante@pcsb.org)

8. Instructional leaders will ensure teachers implement their Classroom Management Plan aligned to the school-wide PBIS plan consistently and with fidelity for all students with incentives for demonstrating positive behaviors.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

#5. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Our current level of performance for ESE students according to the 2019/20 Winter MAP assessment was 14% proficiency in ELA and 35% proficiency in Math (projected proficiency- Levels 3-5). In addition, according to the 2019/20 4th grade ESE Science Cycle 2 Common Assessment data, 12% of ESE students were proficient. According to the 2018/19 Florida State Assessment (FSA) ESE students demonstrated 19% proficiency in ELA, 30% proficiency in Math, and 6% proficiency in Science (5th grade only) as evidenced by FSA and SSA. The problem/gap is occurring because there is a lack of specifically designed instruction for ESE students. In addition, due to scheduling conflicts, ESE and classroom teachers have minimal opportunities to collaborate to plan and discuss student progress.
Measurable Outcome:	The percent of ESE students achieving proficiency will increase from 19% to 54% in ELA, 30% to 62% in Mathematics, and 6% to 54% in Science (5th grade only), as measured by FSA and SSA.
Person responsible for monitoring outcome:	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy:	Students requiring ESE services work toward mastery of meaningful Individualized Education Plan (IEP) goals while learning the foundational skills they need to engage in rigorous, grade-level content in the Least Restrictive Environment (LRE).
Rationale for Evidence-based Strategy:	Our ESE students continue to struggle with mastery of grade level content as evidenced by the percentages of Level 1 and Level 2 on the FSA. Our continued efforts to collaboratively plan grade level material with general education teachers and servicing our ESE students via a "push-in" model will provide support for increases in academic performance.

Action Steps to Implement

1. Instructional leaders and ESE teachers implement a process for placing students requiring ESE services in master schedules first in order to optimize service delivery, focusing on a clustering process to meet student needs.

Person Responsible Lisa Pierzchalski (pierzchalskil@pcsb.org)

2. Instructional leaders ensure the schedule allows for ESE and general education teachers to co-plan for differentiated instruction, support delivery of services, and update and ensure that IEP documents are completed with accuracy.

Person Responsible Lisa Pierzchalski (pierzchalskil@pcsb.org)

3. Instructional leaders ensure teachers provide ESE students with rigorous text, materials, content, and activities are accessible to students through supplementary aids including annotated texts and assistive technology during walkthroughs and observations.

Person Responsible Eliza Defant (defante@pcsb.org)

4. Instructional leaders ensure teachers collect and interpret data from Dreambox, Istation, OPM, and MAP to monitor progress with IEP goals and objectives and drive instruction based on student need, including regular and purposeful adjustment to accommodations and interventions.

Person Responsible   Michelle Ladd (laddm@pcsb.org)

5. Instructional leaders ensure teachers participate in ongoing professional development to support ESE instruction.

Person Responsible   Eliza Defant (defante@pcsb.org)

6. Instructional leaders ensure ESE and classroom teachers will continue to grow their pedagogy and expertise in curriculum, the Florida State Standards, and best practices for ESE students on an on-going basis.

Person Responsible   Eliza Defant (defante@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	There is a need to build relational capacity, empower student voice, and hold high expectations for all students, especially students of color, to ensure a system of change by providing on-going professional development and improving our equity-centered PLCs, SBLT, and CST meetings. The issue may be impacted by more robust data discussions around race through regular meetings specific to behavior and academic data.
Measurable Outcome:	We will measure outcomes by the number of meetings and use of problem-solving tools and report the actions taken as a result of such discussions. We will measure long-term student outcomes by examining various data from Winter MAP, FSA, and School Profiles Dashboard.
Person responsible for monitoring outcome:	Eliza Defant (defante@pcsb.org)
Evidence-based Strategy:	Provide sustained on-going professional development and active learning in the area of Equity by improving leadership capacity to facilitate equity-centered problem solving for the adoption of equitable practices (equity-centered PLC and SBLT).
Rationale for Evidence-based Strategy:	These strategies and practices were identified using the Racial Equity Analysis Protocol (REAP).

Action Steps to Implement

1. Instructional leaders and teachers will provide on-going staff professional development in the area of Equity utilizing various modules the book Being the Change by Sara Ahmed.

Person Responsible Gloria Karasick (latorrequirosg@pcsb.org)

2. Instructional leaders will ensure teachers analyze on-going performance data using the Equity Centered Problem solving worksheet to create action plans and next steps during PLC, SBLT, and CST meetings so that the behavior, academic, and social-emotional needs of all students are being met.

Person Responsible Michelle Ladd (laddm@pcsb.org)

3. Instructional leaders will ensure teachers plan and implement social justice standards (tolerance.org) a minimum of 1 time per week embedded in an ELA lesson.

Person Responsible Eliza Defant (defante@pcsb.org)

#7. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Our current attendance rate is 94.2% for all students. We expect our performance to be 96%. The problem/gap in attendance is occurring because families experience: homelessness, poverty, planned trips, unplanned emergencies, family crisis/trauma, illness, and/or health concerns. If parental education and support in the area of attendance would occur, the problem would decrease by 2%.
Measurable Outcome:	The percent of all students attending school 90% of the time will increase from 22% to 15% by May 2021, as measured by School's Profile Attendance data. The percent of students with high absences will decrease from 7% to 5% by May 2021, as measured by the School's Profile Attendance data.
Person responsible for monitoring outcome:	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy:	Research has shown, identifying reasons students who are absent more than 10% of the time, is the best way to minimize absenteeism of students. Most students are absent due to mental health, homelessness, unplanned emergencies, and illness. Communicating and collaborating with individual students and families is the key to decrease the rate of absenteeism.
Rationale for Evidence-based Strategy:	Based on the NCECF report (2014), absenteeism impacts the proficiency of grade level reading by third grade.

Action Steps to Implement

1. The CST will meet bi-monthly to review attendance rates using an Equity lens, the process of recording attendance in Focus, and identify students who are at an 89% or lower attendance rate.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

2. The CST will identify students with a 89% or lower attendance rate and put them on an attendance chart to incentives attendance in which the student will be given a treasure box item on Fridays for attending for the week.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

3. Teachers will engage students and families in attendance related activities by providing information being sent home, as well as evening events along with PTA & SAC meetings on an on-going basis.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

4. Instructional leaders will ensure teachers will implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-monthly basis.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

5. Administrators, Social Worker, and School Counselor will ensure staff is trained and well versed on how to code attendance properly in Focus.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

6. Instructional leaders and teachers will build relationships with students and families to improve attendance rates and bring attention to the importance of school by scheduling virtual meetings, phone calls, and/or home visits with families.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

#8. Other specifically relating to Healthy Schools

Area of Focus Description and Rationale:	Our current level of performance is GOLD, as evidence in Alliance for a Healthier Generations Healthy Schools Program. We expect our performance level to be GOLD by May 2021. If our Healthy School Team continues to monitor the implementation of administrative guidelines for wellness, our school will maintain GOLD status and continue to be eligible for recognition.
Measurable Outcome:	Our school will be eligible in 6 out of 6 modules for GOLD recognition by May 2021, as evidence by the Alliance for a Healthier Generations Healthy Schools Program Framework.
Person responsible for monitoring outcome:	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)
Evidence-based Strategy:	Implement healthy activities/options for students and staff throughout the school year.
Rationale for Evidence-based Strategy:	According to the article Health and Academic Achievement from the CDC, "schools, health agencies, parents, and communities share a common goal of supporting the link between healthy eating, physical activity, and improved academic achievement of children and adolescents."

Action Steps to Implement

1. Continue Healthy School Team meetings monthly to update a calendar/action plan. Then, share outcomes and results with staff, as needed.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

2. The Healthy School Team will share goals/outcomes with families so they are motivated to participate and advocate a healthier lifestyle to students by May 2021.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

3. Involve PTA in supporting healthy activities for students by May 2021.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

4. Cafeteria staff will encourage students to have healthy eating habits on an on-going basis.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

5. Physical Education teachers will utilize the District curriculum for health and physical activity by May 2021.

Person Responsible	Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

#9. Other specifically relating to Bridging the Gap-Discipline	
Area of Focus Description and Rationale:	Our current level of performance in school-wide behavior is Black students have a 6.4% risk of receiving one or more behavior referrals. The problem/gap is occurring because there is a high number of Black students who display behaviors of physical aggression and substantiated bullying. If additional and continuous professional development in Equity Mindset, Culturally Relevant Teaching, Restorative Practices, and Bullying Prevention would occur, the problem would be reduced. Teachers and staff will develop strategies and supports for the academic, social-emotional, and behavioral needs of each and every student which will be known and met, as evidenced by a decreased number of referrals and behavioral incident reports.
Measurable Outcome:	The risk of Black students receiving referrals will decrease from 6.4% to 3.2%, as measured by the end of the year ODR data (May 2021) from the School Profile Dashboard.
Person responsible for monitoring outcome:	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy:	Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures.
Rationale for Evidence-based Strategy:	Black students have an 6.4% ratio of receiving one or more behavioral referrals according to the School Profile Dashboard. In addition, Black students represent 40% of all Behavioral Incident Reports for minor behavioral infractions according to our monthly PBIS reports (internal data), however, Black students only make up 17.1% of our total student population.

Action Steps to Implement

1. Instructional staff will provide the staff with PBIS training to ensure school-wide consistency in developing the right conditions for student achievement and success throughout the school year.

Person Responsible	Eliza Defant (defante@pcsb.org)

2. The Principal will ensure at least 25% of teachers are trained in CRT by May 2021.

Person Responsible	Eliza Defant (defante@pcsb.org)

3. The Principal and Assistant Principal will monitor the use of CRT strategies and student engagement through observations and/or walkthroughs with actionable feedback.

Person Responsible	Eliza Defant (defante@pcsb.org)

4. District and site-based Equity Champions will provide a minimum of 3 equity modules and 1 book study to all instructional staff by May 2021.

Person Responsible	Gloria Karasick (latorrequirosg@pcsb.org)

5. Teachers will use and share with Administrators the AVID CRT Classroom Audit and conduct self-reflections to support school, classroom practices, and student outcomes by May 2021.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

6. Instructional leaders will ensure teachers align their classroom management plan to the school-wide PBIS model and post this plan near the classroom door for school-wide consistency by the first week of school.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

7. Teachers will display, (re)teach, model and implement school-wide and classroom Tier 1 practices and strategies on an on-going basis which are aligned to PBIS.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

8. Instructional leaders and teachers will celebrate student successes with shout-outs, personal phone calls home, Commitment to Character recognition, and academic/behavior growth and improvement recognition throughout the school year.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

9. Instructional leaders will ensure all staff attends the Mental Health First Aid and Trauma Informed Care training to better understand student behavior and incorporate strategies within the classroom setting to help deter aggressive behavior.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

10. Instructional leaders will ensure teachers document student minor behaviors utilizing a Behavioral Incident Form aligned to Restorative Practice strategies on an on-going basis when behavior incidents occur. Families will also receive a copy of the form and phone call.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

11. Instructional leaders will ensure teachers will build relationships and communicate on a continued basis with all black families and students throughout the school year by scheduling meetings and/or check-ins throughout the year (virtually and/or over the phone).

Person Responsible   Eliza Defant (defante@pcsb.org)

12. Staff will implement PBIS procedures and strategies and award students will Eagle bucks and incentives, including guest speakers, throughout the school year.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

13. Identified black students, will be provided a mentor and/or meeting sessions with the counselor/social worker throughout the school year by September 2020.

Person Responsible   Jennifer Hopkins-Flory (hopkins-floryj@pcsb.org)

14. Complete and submit the FLPBIS Tier 1 Model School Application Process and Criteria for the 2019-2020 Model School Cycle to be recognized as a 2019-2020 FLPBIS Model.

Person Responsible   Lisa Pierzchalski (pierzchalskil@pcsb.org)

#10. Other specifically relating to Conditions for Learning-Climate and Culture	
Area of Focus Description and Rationale:	According to the 2019/20 Benchmarks of Quality (BOQ) survey, one of the lowest scoring area identified was the critical element of Reward/Recognition Program Established. Furthermore, low scoring items under this element included (1) a variety of methods used to reward students (2) rewards are varied to maintain student interest and (3) students are involved in identifying/ developing incentives.
Measurable Outcome:	Our current level of performance is an average of 10 classes visiting the school store per month, as evidenced by the school store recording log. The problem is occurring because there is a higher number of corrective feedback used rather than positive reinforcing feedback with regards to behavior. If there was a greater understanding and implementation of positive to negative ratios established school-wide, the number of students receiving positive rewards would increase to 32 classes visiting the school store.
Person responsible for monitoring outcome:	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy:	The school-wide reward system will be adapted to ensure continuity in both traditional and virtual learning environments are linked with expected behaviors which has included input and collaboration by families and students.
Rationale for Evidence-based Strategy:	To provide a valid, reliable, and efficient measure of the extent to which school personnel are applying the core features of school-wide positive behavioral interventions and supports (SWPBIS).

Action Steps to Implement

1. The PBIS Coordinator will update and revise the school-wide PBIS handbook with various stakeholders to ensure the fidelity and consistency with the school-wide expectations which are closely aligned to the classroom rules and expectations.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

2. The PBIS Coordinator will provide all instructional staff training on the school-wide PBIS handbook so that all teachers understand and implement with fidelity.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

3. The PBIS coordinator will collaborate with other PBIS teacher leaders in creating student surveys or interviews to get input on student rewards and incentives.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

4. The PBIS coordinator will review school-wide behavioral data monthly to create action plans and make adjustments to action steps, as needed.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

5. The PBIS coordinator will monitor and ensure all classroom teachers have their classroom management plan (poster) posted which are easily visible for all students (utilizing the Tier 1 walkthrough tool).

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

6. Behavior support plans will include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.

Person Responsible	Lisa Pierzchalski (pierzchalskil@pcsb.org)

#11. Other specifically relating to Gifted

Area of Focus Description and Rationale:	Most currently, according to the 2019/20 Winter MAP assessment, 39% of Gifted students in grades 2-4 met or exceeded their projected RIT (growth from Fall to Winter MAP). The minimal growth of Gifted learners can be contributed to the lack of planned and implemented differentiation to meet the specific needs of these identified students.
Measurable Outcome:	The percent of all students achieving English Language Arts (ELA) MAP growth will increase from 39% to 54%, as measured by the 2020/21 Winter MAP assessment.
Person responsible for monitoring outcome:	Lisa Pierzchalski (pierzchalskil@pcsb.org)
Evidence-based Strategy:	Support staff to utilize data to organize students to interact with content in manners which differentiate/scaffold instruction to meet the needs of every student.
Rationale for Evidence-based Strategy:	The gifted cluster model creates a setting for providing differentiated instruction that is feasible for teachers and increases the likelihood that differentiation will take place resulting in greater academic achievement (Brulles, 2005; Gentry, 1999; Winebrenner & Brulles, 2008b).

Action Steps to Implement

1. Instructional leaders will cluster group gifted students so that the process of differentiating is more effective for gifted learners.

Person Responsible	Michelle Ladd (laddm@pcsb.org)

2. Instructional leaders and identified teachers will obtain the gifted micro-credential and/or gifted endorsement so that they can better differentiate for gifted learners.

Person Responsible	Lorraine Sellers (sellersl@pcsb.org)

3. Instructional leaders will ensure teachers intentionally plan for differentiation (using MAP or FSA data) for gifted learners.

Person Responsible	Eliza Defant (defante@pcsb.org)

4. Teachers will differentiate for gifted learners through adapting content, thinking skills, resources, and/or objectives.

Person Responsible	Lorraine Sellers (sellersl@pcsb.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

N/A

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Skycrest Elementary addresses a building of positive school culture and environment ensuring all stakeholders are involved by doing the following:
1. Administrators will provide parents/families with a detailed and updated calendar of events (newsletter, website, phone calls, virtual meetings) of the school year. Flyers will be sent home and posted on school website, marquee, and Facebook page for our virtual PTA/SAC and events (e.g. Family Literacy Night, STEM Night, Student-led conferences) to promote engagement and incentives throughout the school year.
2. Administrators, School Counselor, and Social Worker will provide evening events (virtually) for parent workshops on ways to be involved in the school community and help support their child at home behaviorally and academically a minimum of two times per year.
3. Teachers will purposefully involve families with opportunities for them to advocate for their child on an on-going basis by scheduling virtual meetings frequently throughout the school year.
4. Families will be provided and given detailed explanation of the School & Family Compact Form.
5. All staff will build positive relationships with families by conducting home visits, meeting face to face/ virtually, and/or making phone calls home - keeping them updated through Connect Ed calls, website, Facebook, newsletters and personal notes on an on-going basis.
6. ESOL and Bi-lingual teachers will provide translations during the school day and during virtual meetings/ events which are correlated to academic learning for nonspeaking parents throughout the school year.
7. Teachers will provide a virtual Open House Orientation before school begins informing families of expectations and overall information about the school and community.
8. Teachers will ensure each family indicates the best way to communicate their child's progress throughout the year (phone, text, email, virtual meetings, etc.)
9. The school website and phone calls home will be updated on a continuous basis throughout the school year.
10. The principal will recruit and plan for a new Parent Academy to help support the specific needs of the community.

Parent Family and Engagement Plan (PFEP) Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA				$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		$1,300.00
			Notes: Equipped for Reading Success books			
	5100	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		$500.00
			Notes: Student decodable books			
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: African-American				$0.00
5	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$0.00
7	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
			4121 - Skycrest Elementary School			$0.00
			Notes: Attendance incentives			
8	III.A.	Areas of Focus: Other: Healthy Schools				$0.00
9	III.A.	Areas of Focus: Other: Bridging the Gap-Discipline				$1,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	310-Professional and Technical Services	4121 - Skycrest Elementary School	School Improvement Funds		$400.00
			Notes: Guest Speakers			
	5100	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		$400.00
			Notes: Character of the month books for teachers			
	5100	510-Supplies	4121 - Skycrest Elementary School	School Improvement Funds		$400.00
			Notes: Culturally relevant texts for students			
10	III.A.	Areas of Focus: Other: Conditions for Learning-Climate and Culture				$0.00

11	III.A.	Areas of Focus: Other: Gifted	$0.00
		Total:	$3,000.00